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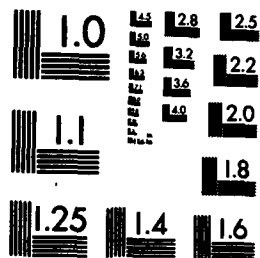
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REPORT NUMBER 87-2630

TITLE PRINCIPLES OF LEADERSHIP FOR JUNIOR OFFICERS

AUTHOR(S) MAJOR CHARLES M. WALLACE

FACULTY ADVISOR MAJOR THOMAS L. LENTZ, 3824 STUS/37

SPONSOR MAJOR DAVID FOARD, HQ USAF/DPXL

Submitted to the faculty in partial fulfillment of
requirements for graduation.

AIR COMMAND AND STAFF COLLEGE
AIR UNIVERSITY
MAXWELL AFB, AL 36112

UNCLASSIFIED
SECURITY CLASSIFICATION OF THIS PAGE

AD-A181025

REPORT DOCUMENTATION PAGE				Form Approved OMB No. 0704-0188	
1a. REPORT SECURITY CLASSIFICATION UNCLASSIFIED			1b. RESTRICTIVE MARKINGS		
2a. SECURITY CLASSIFICATION AUTHORITY			3. DISTRIBUTION/AVAILABILITY OF REPORT STATEMENT "A" Approved for public release Distribution is unlimited.		
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE					
4. PERFORMING ORGANIZATION REPORT NUMBER(S) 87-2630			5. MONITORING ORGANIZATION REPORT NUMBER(S)		
6a. NAME OF PERFORMING ORGANIZATION ACSC/EDCC		6b. OFFICE SYMBOL (If applicable)	7a. NAME OF MONITORING ORGANIZATION		
6c. ADDRESS (City, State, and ZIP Code) Maxwell AFB AL 36112-5542			7b. ADDRESS (City, State, and ZIP Code)		
8a. NAME OF FUNDING/SPONSORING ORGANIZATION		8b. OFFICE SYMBOL (If applicable)	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER		
8c. ADDRESS (City, State, and ZIP Code)			10. SOURCE OF FUNDING NUMBERS		
			PROGRAM ELEMENT NO.	PROJECT NO.	TASK NO.
					WORK UNIT ACCESSION NO.
11. TITLE (Include Security Classification) PRINCIPLES OF LEADERSHIP FOR JUNIOR OFFICERS					
12. PERSONAL AUTHOR(S) Wallace, Charles M., Major, USAF					
13a. TYPE OF REPORT		13b. TIME COVERED FROM _____ TO _____		14. DATE OF REPORT (Year, Month, Day) 1987 APRIL	
				15. PAGE COUNT 27	
16. SUPPLEMENTARY NOTATION					
17. COSATI CODES			18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)		
FIELD	GROUP	SUB-GROUP			
19. ABSTRACT (Continue on reverse if necessary and identify by block number)					
<p>→ AFP 35-49 was published in September 1985 to provide a basic guide for the study or review of leadership concepts. The pamphlet outlined ten principals of leadership the writers considered as the most important. This study reviews five of those (know your job, educate, equip, develop teamwork, accept your responsibility) in view of applicability to junior officers. The study also provides examples, where available, of past Air Force leaders who exhibited these principles. The study concludes the principles are historically sound and are excellent concepts for junior officers to develop in improving their leadership skills.</p>					
20. DISTRIBUTION/AVAILABILITY OF ABSTRACT <input type="checkbox"/> UNCLASSIFIED/UNLIMITED <input checked="" type="checkbox"/> SAME AS RPT. <input type="checkbox"/> DTIC USERS			21. ABSTRACT SECURITY CLASSIFICATION UNCLASSIFIED		
22a. NAME OF RESPONSIBLE INDIVIDUAL ACSC/EDCC Maxwell AFB AL 36112-5542			22b. TELEPHONE (Include Area Code) (205) 293-2483		22c. OFFICE SYMBOL

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PREFACE

Over the years, a tremendous amount of material has been written on the subject of leadership. In recent years, particularly concerning the military, the debate has been the idea of leadership vs. management; is there a difference, and if so, what is the difference? Some argue there is none. Others contend managers manage things while leaders lead people. Still others claim that to be effective, a leader must do both. The one thing all agree on is the Air Force needs people who have developed the capabilities for leadership. To meet this need, the Air Force is constantly seeking better ways to instill the concepts of leadership in its people.

This paper is intended to contribute to this process at the junior officer level. The paper will be submitted to the writers of AFP 35-49 as an input to an expanded version of the pamphlet directed specifically at Air Force junior officers.

ACKNOWLEDGEMENTS

A sense of gratitude is owed to Major David A. Foard, the project sponsor, for developing the original idea for this project. A special thanks goes to Major Thomas L. Lentz, the Air Command and Staff College advisor, for his guidance and encouragement. Additionally, thanks to Patricia Morris for the excellent typing support of the final project report. Last, but certainly not least, thanks to my wife, Alexa, and children, Carla and Pete, for the understanding and support during the many hours away at the library or locked up in the bedroom working on this project.

ABOUT THE AUTHOR

Major Charles M. Wallace graduated from Auburn University in 1972 with a bachelor's degree in Agricultural Engineering. After two years as a Sales Engineer with Alabama Power Company, he entered Officer Training School. Receiving his commission in October 1974, he then completed the Basic Communications-Electronics Officers Course at Keesler AFB, MS. He has served in various communications-electronics management positions including operations, maintenance, and programs as well as airborne communications onboard the National Emergency Airborne Command Post. He also served as manager of field operations and an Inspector General team member with the Air Force Technical Applications Center.

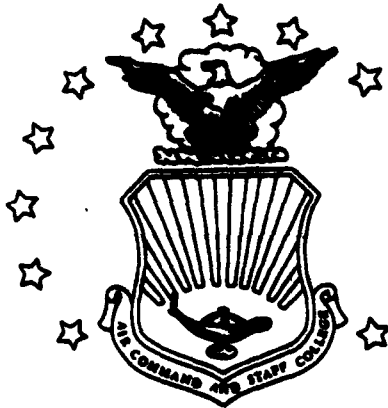
He completed a master's degree in Management and Supervision with Central Michigan University in 1980. Additionally, he graduated from Squadron Officers School in 1979 and is currently a member of the Air Command and Staff College class of 1987.

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EXECUTIVE SUMMARY

Part of our College mission is distribution of the students' problem solving products to DoD sponsors and other interested agencies to enhance insight into contemporary, defense related issues. While the College has accepted this product as meeting academic requirements for graduation, the views and opinions expressed or implied are solely those of the author and should not be construed as carrying official sanction.

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REPORT NUMBER 87-2630
AUTHOR(S) MAJOR CHARLES M. WALLACE, USAF
TITLE LEADERSHIP PRINCIPLES FOR JUNIOR OFFICERS

I. Purpose: To review five of the leadership principles (know your job, educate, equip, develop teamwork, accept your responsibility) outlined in AFP 35-49, Air Force Leadership, and relate these principles to today's Air Force junior officers by expanding the meanings and providing historical examples where possible.

II. Problem: Although there is a tremendous amount of material written on leadership principles and on individuals who are good examples of leaders, there is nothing directed toward the Air Force junior officer which expands on these principles and provides a historical background for validation.

III. Data: In September, 1985, the Air Force published AFP 35-49 to provide a basic guide for the study or review of leadership concepts. Within the pamphlet, the writers defined leadership principles as "rules or guides that have been tested and proven over the years by successful leaders." They then outlined ten principles they considered the most important. This research paper addresses five of these principles: Know your job, educate, equip, develop teamwork, accept your responsibility. It is obvious junior officers need to know their job;

CONTINUED

however, they also need to comprehend that this means more than just the technical requirements. They need to fully understand the mission and be able to help subordinates relate how their jobs contribute to the mission. This ties in closely with the principle of educate. Junior officers must ensure their people understand their roles and are properly trained to do their jobs. This requires a balanced program of technical training and professional development. Junior officers may provide the best training available, but without proper equipment, subordinates will still be handicapped. Another important concept for the junior officer to learn is they cannot do everything themselves; they must develop teamwork within their units. Each of these principles is directly related to the last principle, accept your responsibility. Junior officers must not only accept that responsibility inherent in their position, but must continually seek new responsibilities as well.

IV. Conclusions: The principles in AFP 35-49 are well suited for US Air Force junior officers. Each of the principles has been specifically exhibited by past Air Force leaders and/or the concept behind the principles has been stressed as important to the development of leadership skills. By studying and applying these principles, junior officers could significantly improve their personal leadership capabilities.

V. Recommendations: HQ USAF/DPXIL should expand AFP 35-49, incorporate the concepts of this paper, and tailor the pamphlet toward Air Force junior officers to provide guidance and examples to assist in leadership development.

Chapter One

LEADERSHIP

Air Force Pamphlet 35-49 defines leadership principles as "rules or guides that have been tested and proven over the years by successful leaders" (15:7). The pamphlet then lists ten principles believed to be the most important for Air Force officers. This paper will develop five of these principles (know your job, educate, equip, develop teamwork, accept your responsibility) in relation to USAF junior officers; however, before applying these principles, a basic understanding of leadership itself is essential.

The term "leadership" probably evokes as many different definitions as there are people who attempt to define it. AFP 35-49 defines leadership as "the art of influencing and directing people to accomplish the mission" (15:2). Another source defined it as "the ability to effectively influence the opinions, attitudes, and behavior of subordinates to achieve common objectives" (1:5). Perhaps the best definition came from General Bennie Davis while Commander, Air Training Command. His comment was,

What is leadership? We don't know exactly. What we do know is that if we create, build, and sustain it, proper leadership will stimulate managerial skills and functions and bring other resources to life. Conversely, we know that without it, work in any office or shop or on any flightline, must inevitably grind to a halt (12:1-83).

While leadership may not be exactly defined, most would agree influencing others, as stated in the above definitions, is surely an important concept of it. The question then is "How does a person influence others?". Is this an ability a person is born with or is it something that can be taught?

Many argue that leaders are "born" and the characteristics necessary to effectively lead are inherent in the leader's nature. While the author would readily agree some individuals tend to be "natural" leaders, the majority by far are those who have diligently prepared themselves to make the critical decisions and take the required actions associated with "influencing and directing people to accomplish the mission". General Davis implies in the above statement leadership can be "created" and "built", or in other words, taught. General Omar Bradley once said, "I am convinced . . . that leadership can be developed and improved by study and training" (12:4-3). If effective leadership is considered to be behavior applicable to given situations and if, through study and training, behavior can be changed, then leadership can be taught (12:4-37). This is an important concept for junior officers to learn.

With a commission in the Air Force, junior officers are automatically expected to be leaders. They can no more automatically be effective leaders than they could automatically ride a bicycle as a child. Only through study and experience can they develop skills conducive to good leadership. General Curtis LeMay said, "I'm firmly convinced that leaders are not born; they're educated, trained, and made, as in every other profession" (15:23). The ten principles outlined in AFP 35-49 are the results of repeated experiences by past leaders and serve as an excellent guide for USAF junior officers interested in becoming more effective leaders.

Chapter Two

KNOW YOUR JOB

Former Air Force Chief of Staff, General Charles Gabriel, speaking on leadership qualities, said, "Good leadership requires that we know our jobs, have a broad view, and completely understand the mission" (14:2). These are not three separate concepts but, actually part of one principle of leadership: know your job. An effective leader must have the technical knowledge required in the job, must have a broad view of subordinates' jobs to supervise and evaluate them, and must understand the mission to teach subordinates how their roles fit into the overall picture. Undoubtedly one of the first priorities of the junior officer is to learn the technical requirements for the job.

Technical knowledge is the knowledge required to do the tasks assigned (16:148). In other words, junior officers must learn all they can about the tasks for which they are responsible. A good example is Brigadier General Billy Mitchell. One of America's greatest airpower pioneers, he was not content with merely flying and promoting airpower.

Mitchell believed it was of tremendous importance to technically know your job. He was always looking for ways to improve the state of aviation and his technical expertise was outstanding. For example, he was instrumental in the development of the artificial horizon and the azimuth gyro, both important to air navigation (11:179).

General Mitchell was interested and knowledgeable in every phase of his job, not just the primary duty of flying. In fact, some who flew with him did not consider him a really good pilot (11:179). General Omar Bradley once remarked, "A leader . . . must know his job, without being a specialist in

every phase of it . . . he should have a proportionate degree of interest in every aspect of it . . ." (12:4-4). Another example with a slightly different approach is Brigadier General Chuck Yeager.

General Yeager's idea of knowing your job was to be able to do it better than any one else. He thoroughly believed in practical experience and considered himself the best pilot because he flew more than the others (10:10). Different approaches, yet both were successful. Junior officers should combine practical experience and study to gain the technical knowledge needed for effective leadership. While technical knowledge is important, development of a broad view of subordinates' jobs can not be excluded.

Brigadier General Robin Olds provides a good example of how to develop a broad view. Upon taking command of the 8th Tactical Fighter Wing, Ubon, RTAFB, Thailand in 1966, he readily admitted to his subordinates he had no idea what was going on there and he was depending on them to teach him. He then visited each unit and had them tell him what they did and why. He would then ask them how they fit into the overall mission (12:4-20). This was an excellent approach to enable him to provide follow-up training and establish a baseline for supervision and evaluation of his subordinates.

Junior officers are not expected to know all details of subordinates' jobs. They should know enough to adequately supervise and evaluate the performance. They are not expected, for example, to know more about repairing a piece of equipment than the technician working for them. They should, however, be able to evaluate the methods used and the results achieved. The difference is between doing something well and being able to determine when it is well done (6:64). Only by understanding the subordinate's job can junior officers help subordinates understand how they contribute to the overall mission.

To be effective, junior officers must grasp the role of each section within their unit and understand how the various sections work together to accomplish the mission. They must then be able to instill this concept throughout the unit. General Gabriel put it this way, "A leader who doesn't have a firm grasp on the mission and how to get it done, will quickly

lose the confidence of his or her people" (14:2). Once the confidence of the people is lost, the effectiveness of the leader is also gone.

Subordinates are willing to give a new officer a reasonable amount of time to learn the job, but they will soon lose respect and confidence for an individual who continually relies on others to make decisions or provide guidance (18:7). Junior officers must learn the technical requirements of their job, become familiar with subordinates' jobs, and understand the overall mission as soon as possible. Once this is done, they will be better able to develop the next principle and ensure subordinates are properly trained.

Chapter Three

EDUCATE

General Douglas MacArthur observed, "In no other profession are the penalties for employing untrained personnel so appalling or so irrevocable as in the military" (15:12). This has never been more true than in today's high technology, high cost environment where improper actions by untrained, or improperly trained, personnel can quickly result in the loss of millions of dollars of equipment or worse--loss of lives. The argument could be made that there are two separate concepts, education and training, included under this leadership principle in AFP 35-49. It is certainly possible for someone to be educated and not be trained to properly do a particular job. On the other hand, someone can be trained to perform a specific function and not be considered educated. For the purpose of this paper, and in the opinion of the author, in keeping with the intent of AFP 35-49, the term "educate" is used here to mean both education and training. As members of the military profession, each individual must know more than how to technically do the job. They need an awareness of the military heritage and need to develop their own overall professionalism. Therefore, both the ideas of training and education are important.

As pointed out in AFP 35-49, there are many means for training Air Force personnel. Some of these are professional military education, professional development education, technical training schools, on-the-job training, etc. (12:11). In many instances the type of training required will determine the method to be used. In others, you as a junior officer will have to decide based on requirement, budget constraints, personnel availability, or other priorities. There will probably be conflicts between educating your people and other activities that need to be done. The important thing is that without proper training, the mission will ultimately suffer.

The importance of training has been emphasized over and over by past Air Force leaders. General "Hap" Arnold, speaking of commanders, said, "Until his staff is thoroughly trained, he will supervise all the duties himself, but it is more than one man can undertake and he will be wise, indeed, if he early ensures the adequate training of these assistants and then delegates to them the responsibilities . . ." (8:32). Brigadier General Paul Tibbets, as a squadron commander with the Eighth Air Force during World War II, vividly demonstrated the dividends of proper training. After a training mission revealed several aircraft guns malfunctioning due to improper cleaning procedures, he set up a training program for the gunners. Over the next several weeks, they were required to repeatedly go through a tedious operation of disassembling, washing and oiling their guns. Later against the Germans, however, with B-17s from other squadrons shot down because their guns jammed when attacked by enemy fighters, Tibbets recalled, "My own outfit suffered some losses, but fewer than most, and never to my knowledge because of defective weapons" (9:87). General Chennault, with the Flying Tigers in China, would educate his pilots in aerial discipline and combat tactics often for as many as eight classroom hours a day (3:130). Why did he place so much emphasis on educating his people? He knew he had far fewer people and airplanes than the Japanese and the only way his men could hope to compete was to know more and fly smarter than the enemy. The effectiveness of Chennault's ideas, as well as those of Arnold, Tibbets, and other past leaders, serves as a valuable lesson for junior officers. This is especially true when viewed in light of today's US-USSR relationship. To overcome the large numerical advantage of the Soviets will take more than technology; it will take well trained people.

General Hoyt S. Vandenberg considered training just as vital as technology. He stated, "Airpower doesn't guarantee security, but it exploits the nation's greatest asset--our technological skill . . . And we have young men with the mechanical facility for flying all the airplanes we build. Training can quickly give them efficiency" (8:136). As stated earlier, junior officers must ensure subordinates are properly trained, yet, as the next chapter will cover, the best educated people in the world are handicapped without the proper equipment.

Chapter Four

EQUIP

With his 305th Bomber Group ready to deploy to England in October 1942, then Colonel Curtis LeMay realized his men had none of the winter clothing they would need for the English winters. Having no authority to requisition such equipment, or even the necessary forms, he drove a truck to a quartermaster depot nearby, demanded what he needed, and left with two truckloads of heavy underwear, boots, blankets, etc. (5:22). While this is not a recommended method for junior officers to use, it does point out the necessity to realize the responsibility to ensure subordinates are properly equipped to accomplish their mission.

AFP 35-49 includes three areas of responsibilities involved with this principle. First, you must identify the needs (15:12). This idea ties back to the concept in chapter two of being familiar enough with the subordinates' jobs to recognize the requirements. This does not apply just to the technically related or flying jobs, but is just as important in administration, services, or any other field. This is not to say subordinates should wait for needs to be discovered, but that you must be accessible enough so requirements can be identified. When General Arnold was Assistant Director of Military Aeronautics in 1917, an associate remarked, "Arnold was constantly out in the airfields and manufacturing plants most of the time. Arnold would come back from the field, having seen the dire necessities, and would give orders, especially to the supply section . . . in order to get things done" (8:12). Arnold made himself available to identify the needs. Identification, or an awareness of the need, however, is only the first step.

AFP 35-49 lists the next steps as securing funds and then obtaining the necessary items (15:12). If money is available,

the solution is an easy one; go buy what is needed. Unfortunately, this is usually not the case. Priorities may have to be reestablished or trade-offs made in other areas. Refurbishment may be a viable option to replacement. Other avenues, such as local government salvage organizations, other base units, etc., may be options for needed resources. General Chennault in China, even salvaged gasoline from downed Japanese aircraft for use in his planes (3:95,113,153). Imagination and foresight are valuable tools for junior officers in developing this principle.

When General Arnold was appointed Chief of the Air Corps in 1938, the entire combined Army, Navy, and Marine air fleet consisted of 3900 aircraft, most of them obsolete, and 22,000 officers and enlisted men. At the end of World War II, there were two and one-half million people and 80,000 aircraft in the Army Air Force alone. What made the difference? During the 1920s and 1930s, Arnold was planning an air force large enough to do the job (8:29-30). This principle of equipping is also one area where the imaginations of subordinates can be a tremendous asset to junior officers in developing solutions. This can result not only in equipping of the people, but can add immeasurably to the next principle of teamwork.

Chapter Five

DEVELOP TEAMWORK

"Four brave men who do not know each other will not dare to attack a lion. Four less brave, but knowing each other well, sure of their reliability and consequently of mutual aid will attack resolutely" (2:110). George Washington, writing to Henry Knox in 1798, stated, "My first wish would be that my military family, and the whole army, should consider themselves as a band of brothers, willing and ready to die for each other" (4:ix). This is teamwork at its ultimate; however, in today's peacetime environment, the level of teamwork Air Force officers normally seek is not quite that high. They look to establish teamwork that will accomplish the mission in the most effective and efficient manner. This is usually no easy task in the highly technical environment of today.

Sophisticated equipment, requiring extensive training for operation and maintenance, tends to make specialists who have little time or inclination to become involved in other areas (4:11). A good example might be an avionics maintenance unit where each shop is responsible for a different type of equipment on the aircraft. Each shop can easily fall into the trap of concentrating on their own interest and lose concern for the overall fact that the aircraft must fly. Scheduling conflicts, competition for resources, etc., can quickly result. It is the leader's responsibility to ensure the individuals or sections work together to accomplish the overall goal. Coordinating system downtime, consolidating similar functions, etc., could be some ways to help develop teamwork. Many times the work environment itself is not conducive to effective teamwork.

When a unit has 24-hour operations, a sense of teamwork is often hard to develop, particularly among those individuals working other than normal daytime duty hours. The same is true

for sections located some distance from the main unit. Education of the people about the importance of their contribution to the overall team effort is a must in these cases. The more subordinates know about the mission and goals, the more concerned they become about their own contribution to the unit (17:24).

Junior officers must learn to make each individual feel he/she belongs to the group and the job he/she is doing is vital to the success of the unit. Each should know how each section of the unit functions, how they fit together, and how they must work in harmony (15:14). Subordinate supervisors, particularly in large organizations, play key roles in helping to develop this harmony. General John C. Meyer, former Commander, Strategic Air Command, stated, "Appreciate the value of the traditional man-to-man relationship between officer and NCO, and NCO and airman. The middle management and supervisory functions of the NCOs and their sound judgments are essential in binding the Air Force into the effective team that it is" (12:4-39). For this approach to be effective, junior officers must select individuals for key positions who have the necessary skills to help develop and maintain a sense of teamwork within the organization. An important point to remember is that teamwork will not come overnight; it will take work, and you are ultimately responsible for its success or failure. Acceptance of this responsibility, as well as that associated with other areas, is discussed in the next chapter.

Chapter Six

ACCEPT YOUR RESPONSIBILITY

In each of the leadership principles discussed in chapters two through five (know your job, educate, equip, develop teamwork), the concept of responsibility is inherent. In fact, the ten principles given in AFP 35-49 could be stated as one overall principle, accept your responsibility. General Curtis LeMay took this one step farther when he stated, "If I had to come up with one word to define leadership, I would say responsibility" (15:13). An individual not willing to accept responsibility will never be a leader. Of course, responsibility comes in many forms. There is responsibility to the mission, to the boss, to the organization, to subordinates, etc. (1:15). While each of these is important in their own right, responsibility to the mission is number one.

Each person, each section, within a unit has a particular function. Junior officers must make sure each function under their control makes its proper contribution to the overall mission. Sometimes accepting this responsibility requires some tough decisions. People may have to work overtime, weekends, or holidays; schedule adjustments may cause personal hardships. Conflicts with other responsibilities are bound to arise; however, the basis for decision making is the mission (1:15). Over and over, senior Air Force leaders talk of "people as the number one priority"; however, this is always with the understanding that people perform the mission and "the mission must come first". Therefore, for junior officers to be effective, they must place responsibility to the mission as the first priority. Following closely behind is responsibility to the boss.

Elbert Hubbard, a noted philosopher, once said, "If you work for a man, in heaven's name work for him; speak well of him and stand by the institution he represents" (13:cover).

Accepting your responsibility to your boss does not mean a blind loyalty or obedience. It does mean don't criticize superiors or their methods, especially in front of your subordinates. To do so can undermine the boss's authority and lessen the respect your subordinates have for you. If you disagree with a decision made by superiors, tell them so and explain why. If the decision stands, then support it to the best of your ability (1:16). If you cannot support the decision, find another job. The boss, you, and the organization, to which you also have a responsibility, will all benefit.

This concept of responsibility to the unit ties back very well to the previous principle of developing teamwork. The leader must emphasize the necessity for each person to support the unit's endeavors. This could include such things as sports programs, social events, etc., as well as mission related activities. Sometimes this may require personal sacrifice by the leader and the subordinates. A degree of caution is in order here; the leader must insure complete impartiality toward subordinates in the idea of unit loyalty (1:17). Each individual and section must be encouraged to put the good of the unit above their own desires. Often this idea appears to conflict with the next area of responsibility--responsibility to subordinates.

"The treatment of your men according to the concepts of democracy and the dignity of man is an element of your responsibility which is fundamental to your leadership" (1:17). No doubt most people have heard the statement, "Take care of your people and they will take care of you." While this is certainly a basic premise of junior officers' responsibility to subordinates, there is more involved. For example, discipline, decisiveness, and standards are also important aspects of this responsibility. Junior officers owe it to their people to set and maintain high, yet realistic, standards throughout the unit (16:153). Subordinates also expect discipline to be administered fairly and equitably within the unit. Failure to do so will result in a decline in morale and production as well as a loss of confidence in the leader. Junior officers must also be decisive. Subordinates expect a person in a leadership position to make decisions and act (1:18). Since all information concerning a situation will never be available, you, as a leader, must weigh the pro's and con's and decide. If you make

the wrong decision, accept responsibility for it, learn from it, and go on. "The leader who makes no mistakes is not making decisions or is not doing anything" (1:19). The important thing is to be willing to take the information available and make the decision. This is the responsibility you have to your subordinates.

As stated in the beginning of this chapter, the overall concept of leadership can be summed up in this idea of accepting responsibility. It is evident that this one short chapter is insufficient to adequately cover all areas of responsibility. The basic idea the author is trying to convey is that as an Air Force officer, you are in a position of leadership. Inherent in that position is a sense of responsibility. In his book, Nineteen Stars, Edgar Puryear, speaking of Marshall, MacArthur, Eisenhower, and Patton, stated, "They had the desire for command; they craved responsibility" (7:396). Effective leaders recognize and accept the responsibility inherent in their position and eagerly prepare themselves for even greater responsibility.

Chapter Seven

SUMMARY

Throughout the preceeding chapters, the author has attempted to review five of the ten principles of leadership outlined in AFP 35-49. While it was not possible in the limited scope of this project to produce specific proof that past and/or present Air Force leaders would agree on these exact principles, there is sufficient evidence that the basic premise of each principle is valid. As stated elsewhere in this report, there is considerable interrelationship between the principles, especially concerning acceptance of responsibility. Consideration could be given to deleting "accept your responsibility" as a principle and consider this concept as an overall "given" upon which the other principles are based. Someone once said that life itself is the best leadership lab and watching leaders that you admire is a great lesson. While this is certainly excellent advice, this author believes today's Air Force junior officer can also derive tremendous benefits from studying and applying the principles of leadership from AFP 35-49.

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